

# STAAR CONNECTION™ Developmental Series™

Reading  
**3**  
teacher  
v2



**KAMICO®**  
Instructional Media, Inc.

# STAAR CONNECTION™

## Reading **3** teacher

# Developmental Series™

XIX/viii/MMXX  
XXI/x/MMXX  
Version 2



**KAMICO®**

Instructional Media, Inc.

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**KAMICO® Instructional Media, Inc.**  
**STAAR CONNECTION™**  
**Introduction**

KAMICO® Instructional Media's program is validated by scientifically based research. **STAAR CONNECTION™ Diagnostic Series™** and **Developmental Series™** can be used in tandem to ensure mastery of Texas reporting categories and TEKS. The *Diagnostic Series™* consists of a bank of assessments. Each assessment covers a mixture of reporting categories and TEKS. This research-based format provides continual reinforcement for and ensures retention of mastered concepts. To take full advantage of this series, administer an assessment to students. After they have completed the assessment, use it as an instructional tool. Go over each item with the class, discussing all correct and incorrect answers. Then, use the assessment as a diagnostic tool to determine a standard for which students need remediation. Find that standard in the *Developmental Series™*.

Each book in the *STAAR CONNECTION Developmental Series™* consists of isolated activities and assessments to allow for the development of specific TEKS. For every TEKS, there is at least one individual or group activity. The activities provide a fun, challenging, yet nonthreatening, way to develop mastery of the TEKS. In addition to these activities, each *Developmental Series™* book has assessments on isolated standards to be used to identify mastery or the need for further skill development or reinforcement. Continue to alternate between the *STAAR CONNECTION™ Diagnostic Series™* and the *Developmental Series™*.

KAMICO's **DATA CONNECTION®** software prints student answer sheets on plain paper using a standard laser printer, scans answer sheets using a TWAIN-compliant scanner, scores assessments, and disaggregates student academic data, showing which goals and objectives are mastered and which goals and objectives are in need of reinforcement. The software is preprogrammed to work with all KAMICO® assessments. It is easily customized to work with other instructional materials and assessments as well as teacher-, school-, district-, or state-created assessments. **DATA CONNECTION®** analyzes academic data from individual students, classes, grade levels, and demographic groups. Reports are presented in tabular and graphic form. Item analysis is provided to help determine the most effective method of instruction.

KAMICO® Instructional Media, Inc., supports efforts to ensure adequate yearly progress and eliminate surprises in high-stakes test results.

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**KAMICO® Instructional Media, Inc.**  
**STAAR CONNECTION™**  
**Developmental Series™**  
**Grade 3 Reading**  
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<b>Strand 1</b>	<b>TE</b>	<b>SE</b>
<p>(2) <b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing.</b> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to</p> <p>(C) alphabetize a series of words to the third letter.</p> <p style="padding-left: 40px;">Order Alphabetically . . . . .</p> <p style="padding-left: 40px;">Assessment . . . . .</p> <p>(3) <b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary.</b> The student uses newly acquired vocabulary expressively. The student is expected to</p> <p>(A) use print or digital resources to determine meaning, syllabication, and pronunciation;</p> <p style="padding-left: 40px;">Multiple-Meaning Mission from Mars . . . . .</p> <p style="padding-left: 40px;">Assessment . . . . .</p> <p>(B) use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words;</p> <p style="padding-left: 40px;">Context Carnival . . . . .</p> <p style="padding-left: 40px;">Assessment . . . . .</p> <p>(C) identify the meaning of and use words with affixes such as <i>im-</i> (into), <i>non-</i>, <i>dis-</i>, <i>in-</i> (not, non), <i>pre-</i>, <i>-ness</i>, <i>-y</i>, and <i>-ful</i>;</p> <p style="padding-left: 40px;">Wacky World Word Derby . . . . .</p> <p style="padding-left: 40px;">Assessment . . . . .</p> <p>(D) identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text.</p> <p style="padding-left: 40px;">Perfect Strike (antonyms and synonyms) . . . . .</p> <p style="padding-left: 40px;">Assessment . . . . .</p> <p style="padding-left: 40px;">Ideal Idiom Ideas (idioms) . . . . .</p> <p style="padding-left: 40px;">Assessment . . . . .</p> <p style="padding-left: 40px;">Seeing Double, Hearing Double (homographs and homophones) . . . . .</p> <p style="padding-left: 40px;">Assessment . . . . .</p>	<p>11</p> <p>13</p> <p>18</p> <p>33</p> <p>38</p> <p>59</p> <p>64</p> <p>91</p> <p>95</p> <p>107</p> <p>111</p> <p>113</p> <p>118</p> <p>135</p>	<p>5</p> <p>12</p> <p>17</p> <p>22</p> <p>27</p> <p>29</p> <p>34</p> <p>37</p> <p>41</p> <p>43</p> <p>47</p> <p>52</p> <p>57</p> <p>67</p>

<b>Strand 2:</b>	<b>TE</b>	<b>SE</b>
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**Strand 4**

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	TE	SE
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	TE	SE
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**Strand 5**

(10) **Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts.** The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to

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	<b>TE</b>	<b>SE</b>
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## TEKS 2/6B

*Generate questions about text before, during, and after reading to deepen understanding and gain information.*

### ACTIVITY Question Quest

#### Materials

*Question Quest* game board for each student (student edition)  
*Question Quest* cards for each student (student edition)  
Selected pieces of children's literature for each group of 2-4 students  
Number cube for each group of 2-4 students  
*Question Quest* activity sheet for each student (student edition)  
Crayons

#### Preparation

Before game play, select several pieces of children's literature for groups to use as source materials. These pieces can be very short, including short children's poems, limericks, or even nursery rhymes like "Three Blind Mice." They can also be familiar fairy tales or fables. Or, use longer, more complex pieces. Adjust the complexity of texts to suit students' needs. Each group can use different texts, or the same texts can be used for the entire class. If short text sources are used, several different texts may be needed by one group of students during the course of one game.

#### Procedure

Explain to students that asking questions, seeking clarification, and locating facts and details in a story can reveal information that makes a story richer and improves understanding. Oftentimes, reporters get information for their stories by asking six key questions, known as the "five W's and one H" (*Who?*, *What?*, *Where?*, *When?*, *Why?*, and *How?*). In this activity, students will form their own questions about familiar stories and poems as they navigate around a game board.

To begin, divide the class into groups of two to four students each. (If groups of four are used, players form two teams of two players each.) Distribute the source text(s) and number cube to each group. Players locate the *Question Quest* game board and *Question Quest* cards in their student editions. Each player places his or her game board where (s)he can reach it. Each student cuts out the cards, shuffles them along with the cards of the players in the group, and places the cards in a pile facedown.

Students read their first source text. Player A begins by drawing the first card from the top of the deck. The card will have a question word on it (i.e., *who*, *what*, *when*, *where*, *why*, or *how*). Player A must think of a question beginning

with the word on the card. (S)He writes the question on the *Question Quest* activity sheet in his or her student edition. The question can be one of two kinds: the question can be one that can be answered with information in the source text (e.g., "Who cut off the blind mice's tails?" or "What did the farmer's wife use to cut off the mice's tails?"), or it could be a question that asks for information beyond what is provided in the story (e.g., "Why did the mice run after the farmer's wife?" or "Where was the farmer?"). Either type of question is acceptable. When Player A is done writing, (s)he reads his or her question aloud.

If Player A is able to think of a question, (s)he may roll the number cube and color the number of spaces indicated on the game board. If (s)he cannot think of a question, (s)he does not roll the number cube or color any spaces. In either case, the card is set aside in a discard pile. It is then Player B's turn to draw a card.

Once a question has been used, it cannot be reused. Players check their activity sheets to make sure a question has not been used already.

If a turn passes with all players unable to think of a question, players begin using a new source text. All questions must be based on the new text.

Some game board spaces have instructions on them. If a player colors one of these spaces, (s)he follows the instructions on the space.

The first player to color the game board space labeled "FINISH" wins. The player does not have to roll the exact number of spaces needed to reach FINISH.

### **Variation**

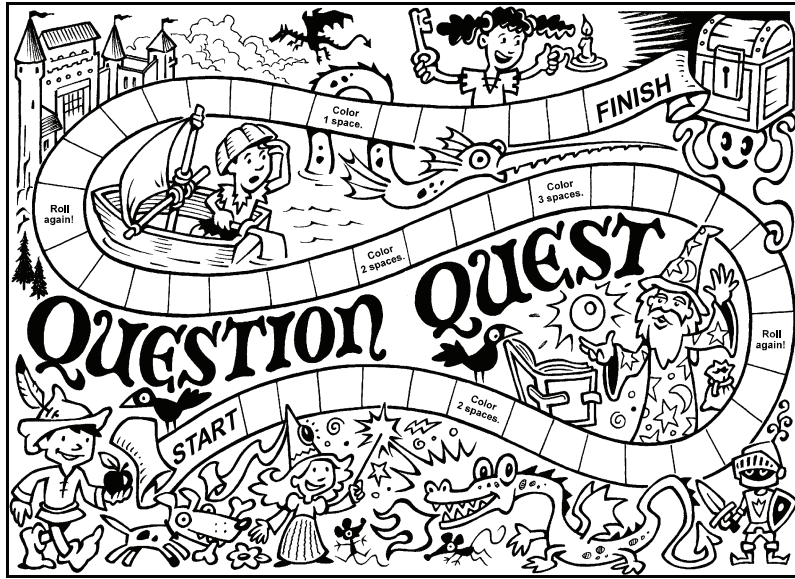
Allow students to use only one type of question: those answerable based on the source text or those that ask for information not found in the source text.

### **Enrichment**







Students go back through their activity sheets. They answer any questions that are answerable based on the source text.

Students look at the questions that ask for information not provided in the source text. They think of reasonable answers for these questions. They rewrite the source texts, incorporating this new information. They explain how including this information adds to their understanding of the source text.

# Activity Components Provided in Student Edition



**Question Quest Cards** TEKS 2/6B

<p>Who . . . ?</p>  <p><small>© KAMICO® Instructional Media, Inc. All Rights Reserved.</small></p>	<p>What . . . ?</p>  <p><small>© KAMICO® Instructional Media, Inc. All Rights Reserved.</small></p>
<p>When . . . ?</p>  <p><small>© KAMICO® Instructional Media, Inc. All Rights Reserved.</small></p>	<p>Where . . . ?</p>  <p><small>© KAMICO® Instructional Media, Inc. All Rights Reserved.</small></p>
<p>Why . . . ?</p>  <p><small>© KAMICO® Instructional Media, Inc. All Rights Reserved.</small></p>	<p>How . . . ?</p>  <p><small>© KAMICO® Instructional Media, Inc. All Rights Reserved.</small></p>

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Name \_\_\_\_\_ TEKS 2/6B

**Question Quest  
Activity Sheet**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_

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Read the selection, and choose the best answer to each question. Then fill in the answer on your answer document.

# The Journal of Youth in Business

August Issue

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## The Sweet Taste of Success

by Roland Marks

1 AUSTIN, TEXAS — Have you ever heard the saying "When life gives you lemons, make lemonade"? Well, one girl in Austin, Texas, has done just that. Mikaila Ulmer turned a bad experience into a great idea. Along the way, she brought smiles to many people. She even made the environment better. Ulmer's idea was to make a special type of lemonade. She also came up with a business plan that helped some of her

most valued workers: bees. As the owner of Me & the Bees Lemonade, Ulmer manages a successful business, and she is only fourteen years old.

2 Three things came together before Me & the Bees Lemonade was born. These were a kids' business fair, a couple of bee stings, and an old recipe book. First, in 2009, when Ulmer was just four years old, her mom

and dad asked her to come up with an idea for a local kids' business fair. She thought about what to do. She heard about National Lemonade Day. She began to think about making lemonade. She did not know how to make her lemonade special, though.

3        Waiting for a good idea, she was stung twice in one week by angry bees. Ulmer was not happy about being stung. Her mom and dad did not want her to hate or fear these helpful insects. They wanted Ulmer to see how important bees are. So, they asked her to learn about bees. She found out that bees help plants grow. She learned about the value of honey. She also learned that bees need our help. Poisons and other threats are causing many bees to die out. Ulmer decided she wanted to try to help bees.

4        Still, she did not know what to do for the business fair. Then, one day, her great-granny Helen mailed Ulmer an old recipe book. It was from the 1940s. It had many recipes in it. Ulmer found a recipe for a type of lemonade. The lemonade was made from flaxseed. Maybe this was the special lemonade she had been looking for! She made a batch of it. She did not use sugar to make it sweet. She used local honey. She also added flavor with mint from her garden. Ulmer thought her lemonade was yummy!

5        Others agreed. Me & the Bees Lemonade was born. Ulmer made many batches of the sweet drink to keep up with demand. She found out what it

meant to run a business. She managed loans. She found out how to buy ingredients in large amounts. She learned how to increase profit margins. (That means she found out how to make sure the money she spent was less than the money she made.) Still, Ulmer did not forget about some of her most valued workers. She began to donate some of the money she made to groups that worked to save bees. She began using the slogan "Buy a bottle, save a bee."

6        Today, many people love Me & the Bees Lemonade. It is sold by health food stores across the South. In 2015, at age ten, Ulmer even went on the television show *Shark Tank*. On the show, people try to get business experts, called "sharks," to help them with their business. It is not easy to convince the sharks. Ulmer was able to do it, though. She convinced shark Daymond John to invest \$60,000 in Me & the Bees Lemonade. She used the money to make bigger batches of Me & the Bees Lemonade. She wants to stock it in schools and airports across the nation. She wants to put it in hotels, too.

7        Ulmer keeps up her hard work. She trains others on how to save bees. She visits youth business groups to share her story. Her product line is growing. Today, she offers lemonade with mint (her first recipe), ginger, and even prickly pear fruit. She also makes an iced tea-lemonade mix. All of her ingredients are organic and all natural. Best of all, each bottle helps save bees.

- 1 Which of these questions could help a reader learn more about Ulmer's time on *Shark Tank*?
- A What are some of the other ideas that the sharks have liked in the past?
  - B Who came up with the idea for the show *Shark Tank*?
  - C What did Ulmer say to make Daymond John help her?
  - D Where was Daymond John born?
- 2 If you wanted to learn more information about Mikaila Ulmer, what would be the best question to ask?
- F What other recipes are in the recipe book Ulmer got from her great-grandmother?
  - G How do bees help plants grow?
  - H What does Ulmer's prickly pear lemonade taste like?
  - J How does Ulmer keep up with schoolwork while running a business?
- 3 What could a reader ask to learn more about how Ulmer helps bees?
- A How many different types of bees are there in the world?
  - B What was Ulmer doing when she was stung by the first bee?
  - C What kinds of poisons are causing bees to die out?
  - D How much money does Ulmer give to groups that work to help bees?

- 4 Which of these questions could help a reader learn more about Ulmer's lemonade?
- F How can a person grow mint in a backyard garden?
  - G What other types of drinks are made using honey as an ingredient?
  - H Is Ulmer's lemonade healthier than other types of lemonade?
  - J Who started National Lemonade Day?
- 5 To find out more about how to get some Me & the Bees Lemonade, a person should —
- A visit the Me & the Bees Lemonade website.
  - B wait for a Me & the Bees Lemonade commercial on television.
  - C e-mail the local newspaper to ask for information.
  - D look for a book about Me & the Bees Lemonade at the local library.
- 6 What is the best place to find facts to answer other questions about Ulmer and her business?
- F the dictionary entry for the word *bee*
  - G the website for Me & the Bees Lemonade
  - H an online encyclopedia entry for the word *mint*
  - J a magazine article about the show *Shark Tank*

BE SURE YOU HAVE RECORDED ALL OF YOUR ANSWERS  
ON THE ANSWER DOCUMENT.

